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ABSTRACT

Intended for use by high school and college librarians, this five-part annotated bibliography was compiled to suggest background readings and research related to the subject of the Library Association of the City University of New York (LACUNY) institute, "Instructional Perspectives: A Dialogue Between High School and College Librarians." Established by members of a task force of the Library Unit of the New York City Board of Education and the Office of Academic Affairs at the City University of New York, the institute was formed to consider ways of implementing the Secondary Library Media and Information Skills Syllabus for grades 7-12 in response to the New York State Board of Regents Action Plan To Improve Elementary and Secondary Education Results in New York. The institute agenda precedes the bibliography. Bibliographic entries cover: (1) research studies and reviews of research on information literacy (19 items); (2) cooperation between high school and college librarians (10 items); (3) problems and programs related to high school student use of academic libraries (19 items); (4) methodology of lesson plans, library activities, and evaluations (9 items); and (5) college and school cooperation (20 items). Some of the entries were derived from those available in various online databases and existing bibliographies. An author index follows the entries. (SD)

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An Annotated Selective Bibliography
on the Theme of the 1990 LACUNY Institute

INSTRUCTIONAL PERSPECTIVES:

A DIALOGUE BETWEEN HIGH SCHOOL AND COLLEGE LIBRARIANS

PROMOTING STUDENT INDEPENDENCE IN THE LIBRARY

Compiled by:

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INTRODUCTION

This compilers of this bibliography offer the citations herein to suggest background readings and research related to the subject of the Institute, Instructional Perspectives: A Dialogue Between High School and College Librarians. The Institute grew out of a dialogue among members of a Task Force of the Library Unit of the New York City Board of Education and the Office of Academic Affairs of the City University of New York. The Task Force was established to consider ways of implementing the Secondary Library Media and Information Skills Syllabus for Grades 7-12 developed as a response to the requirements of the New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York. The hypothesis upon which the Action Plan is based states that "library media and information skills are best learned in the context of the entire school curriculum". Therefore, the Board of Regents specifies that

> ...library and information skills...the equivalent of one period per week...may be met by the integration of the learning outcomes of library and information skills into other courses...and shall be taught by library media specialists and classroom teachers to ensure coordination and integration of library instruction with classroom instruction. (Syllabus, Part 100, pages 16-17)

College librarians tend to believe that the four years of library skills instruction provided as part of their high school education should obviate the need for high school graduates to take the general and specialized programs of bibliographic instruction that have been developed over the years at the college level.

Millicent Palmer explained this need in her paper, "Why Academic Library Instruction," to

> an abysmal ignorance [on the part of college librarians] of the differences between high school and university library resources and the knowledge required to use them. The idea of teaching high school students how to retrieve what they don't have is pedagogically untenable. (In Library Orientation: Papers Presented at the First Annual Conference on Library Orientation, Held at Eastern Michigan University, May 7, 1971. Edited by Sul H. Lee. (Ann Arbor, Michigan: Pierian Press, 1972).

If Palmer's explanation is valid, it will be useful to explore ways in which students can make a successful transition from high school to college. Part of the solution lies with increased cooperation between high school and college libraries. With this theme in mind, librarians from the New York City Board of Education and the City University of New York are co-sponsoring the 1990 Institute mentioned above.

A search of the literature does not turn up many resources on this topic, but the references included should be helpful to high school and college librarians. The bibliography includes references to general interest material, such as information literacy and college/school cooperation. Other citations deal specifically with cooperative programs, methodology (lesson plans and evaluations) as well as studies about how high school students use academic libraries.

Some of the abstracts in this bibliography were derived from those available in various online databases and existing bibliographies if the compilers considered them sufficiently descriptive of the item listed.

LACUNY INSTITUTE PROGRAM
INSTRUCTIONAL PERSPECTIVES:
A DIALOGUE BETWEEN HIGH SCHOOL AND COLLEGE LIBRARIANS
Promoting Student Independence in the Library
Friday, April 20, 1990

8:30 - 9:30	**REGISTRATION/EXHIBITS/COFFEE**
9:30 - 10:00	**WELCOME AND INTRODUCTORY REMARKS**
10:00 - 10:30	**KEYNOTE SPEAKER** Patricia Senn Breivik Towson State University, Maryland
10:30 - 11:00	**PANEL PRESENTATIONS** Frances Roscello New York State Department of Education, Bureau of School Library Media Programs Bobbie Pollard Baruch College, CUNY Representative, The Library Unit New City Board of Education
11:00 - 11:45	**PANEL AND AUDIENCE INTERACTION**
11:45 - 1:00	**LUNCH BREAK/EXHIBITS**
1:00 - 2:15	**WORKSHOPS:** * Outreach to Faculty * Teaching the Research Process Or Research Tools * Matching Bibliographic Instruction to Diverse Learning Styles * ESL Students and Their Impact on Library Skills Instruction * Using the New Technologies * Evaluating Instructional Effectiveness * Development of Bibliographic Instructional Curriculum * High School/College Resource Sharing
2:15 - 2:30	**FEEDBACK AND WRAP-UP** Kenneth E. Peeples, Jr. Laguardia Community College
3:00 - 5:00	**EXHIBITS/TOUR/RECEPTION**

MODERATORS
Yvonne Bennett, Institute Coordinator
Medgar Evers College
Robert B. Ford, Jr.
President, LACUNY
Medgar Evers College

THE BIBLIOGRAPHY

INFORMATION LITERACY
Research Studies/Reviews of Research

American Library Association Presidential Committee on Information Literacy. Final Report. (Chicago: American Library Association, 1989). 17 p.

"Information literacy is a survival skill in the Information Age. ...It is unfortunate that the very people who most need the empowerment inherent in being information literate are the least likely to have learning experiences which will promote these abilities....Libraries which provide the best access point to information for most U. S. citizens are left untapped by those who most need help to improve their quality of life....There is a danger of a new elite developing in our country: the information elite." The Report includes the following recommendation to promote information literacy: To encourage and support coordination of school/campus and public library resources.

Brake, Terence. "Educating for Access into the Information Culture." Education Libraries Bulletin, 23 (1980), 1-14.

The author maintains that user education in schools must be changed completely if it is to be effective. Teachers must be trained to introduce and reinforce library skills in day-to-day teaching. A project was initiated under the auspices of the British Library Research and Development Department to create a program for their Curriculum Research Unit that will help develop information skills. This unit was placed in its educational context to help design the future of education where students will be educated to gain access to and control of the ever-increasing information explosion.

Breivik, Patricia Senn, and E. Gordon Gee. Information Literacy: Revolution in the Library. (New York: American Council on Education, 1989).

The authors urge that top-level academic administrators look beyond the traditional role of libraries in colleges and universities and consider how library personnel and resources can be used to advance campus priorities. The concept of information literacy serves as the basis of their vision of an extended role for libraries and librarians in helping to transform education into "active and integrated learning" that produces the "self-directed lifelong learner." Lifelong learning is possible only for those who are information literate, and it is the library and librarians that are uniquely qualified to play a role in that process. [Summary of Melissa D. Trevett review in College & Research Libraries, 51 (January, 1990), 77-78]

_____. "Library-Based Learning in an Information Society." New Directions for Higher Education, No. 56 (Winter, 1986), 47-55. [Managing Programs for Learning Outside the Classroom]

The average academic library has great potential for quality nonclassroom learning benefiting students, faculty, alumni, and the local business community. The major detriments are the limited perceptions about libraries and librarians among campus administrators and faculty. Library-based learning should be planned to be assimilated into the overall curricula of the institution.

_____. "Making the Most of Libraries in the Search for Academic Excellence." Change, 19 (July-August, 1987), 44-52.

Breivik addresses the role of libraries in the search for quality education in the Carnegie Foundation's report, "College," and at the First Higher Education Conference on Academic Libraries. Her article includes the following topics: information literacy and policy, campus organizational issues, programs in economic development support, active learning, and faculty development.

The College Board. Academic Preparation for College: What Students Need to Know and Be Able to Do. (New York: The College Board, 1983). 46 p.

This booklet offers a basis for improving academic or college preparatory education. It begins with the premise that, in order to improve preparation for college, the necessary outcomes of high school study must be identified. It presents a comprehensive description of the knowledge and skills needed by all college entrants, specifically in six basic academic competencies that are general skills necessary for effective work in all subjects--reading, writing, speaking and listening, mathematics, reasoning, and studying. A seventh competency was added, that of observing. The basic academic subjects required to achieve these competencies are English, The Arts, Mathematics, Science, Social Studies, and Foreign Language. It includes an additonal statement on the need for computer competency as well. The final section describes suggested methods for achieving the desired outcomes.

Craver, Kathleen W. "Use of Academic Libraries by High School Students: Implications for Research." RQ, 27 (Fall, 1987), 53-66.

This article presents a comprehensive review of the literature concerning use of academic libraries by high school students. Three types of literature are identified (1) descriptive articles; (2) research studies; and (3) reports of questionnaire data. Problems associated with the literature as well as neglected aspects in the literature are discussed. The author emphasizes the need for studies concerning the impact of technology on the information-seeking behavior of high school students, the potential for student use of multitype networks, and the need for articulated bibliographic instruction programs for students in the use of all types of libraries.

Dickinson, Dennis W. "Library Literacy: Who? When? Where?" Library Journal, 106 (April 15, 1981), 853-855.

Library user education in the school system is inadequate as evidenced by the inability of incoming college students to use the library. Such instruction must expand at lower educational levels if academic libraries are to focus on instruction in specialized areas of research.

Gee, E. Gordon, and Patricia Senn Breivik. "Libraries and Learning." In Libraries and the Search for Academic Excellence: Proceedings of the Arden House Symposium, held in New York on March 15-17, 1987. 24 p. ERIC Document No. ED 284 593.

Quality education in an information society must include skills related to the accessing and evaluating of pertinent information for problem solving. Moving beyond the practice of using reserve materials, lectures, and textbooks predominant in most college teaching today would be a step towards producing independent learners more likely to use the wide range of materials available in campus libraries. However, a campus statement of educational philosophy and strong institutional leadership will be necessary to bridge the gap between the classroom and the library and incorporate the library as a vital part of the undergraduate experience.

Goodin, M. Elspeth. The Transferability of Library Research Skills from High School to College. Ph. D. Thesis (New Brunswick, New Jersey: Rutgers, The State University of New Jersey, 1987). 176 l. UMI Order No. DA 8803480.

This research investigated the feasibility of constructing a program of instruction to teach library search strategies to high school seniors, to determine whether such information-gathering skills would be useful to them as college freshmen, and to devise an instrument to measure these skills for transferability. The test group receiving library instruction scored significantly higher than the control group which did not receive such instruction. The questionnaire used in this study was unable to measure adequately the transferability factor. A final conclusion reached indicated that the high school librarian becomes a linking agent between the high school and college libraries by making the librarian in the research setting approachable.

Hardesty, Larry, and John Wright. "Student Library Skills and Attitudes and Their Change: Relationships to Other Selected Variables." Journal of Academic Librarianship, 8 (September, 1982), 216-220.

Results of a DePauw University study of the library skills and attitudes of 43 high school students enrolled in a college preparatory program provide evidence that formal library use instruction programs can have positive results, regardless of the initial level of the students' academic potential.

Kenney, Donald J. "Universal Library Skills: An Outdated Concept." Southeastern Librarian, 30 (Spring, 1980), 13-14.

Kenney points out that librarians in different libraries view library skills training for users quite differently. He advocates teaching universal library skills by beginning to mold users' attitudes and values toward the library and by helping them to develop reasoning skills. This will help prepare for the future and the changing technology.

Kuhlthau, Carol Collier. Information Skills for an Information Society: A Review of Research. (Syracuse, New York: ERIC Clearinghouse on Information Resources, Syracuse University, 1987. 34 p. ERIC Document No. ED 297 740.

This is a review of the research literature comprising a discussion and description of functional/information literacy in the age of computers and the resulting information explosion. The author defines information literacy as comprising library skills and computer literacy. She discusses the means by which students can become competent information users in the future. Developing these skills will enable them to lead productive, meaningful lives.

_____. "Perceptions of the Information Search Process in Libraries: A Study of Changes From High School Through College." Information Processing and Management, 24 (1988), 19-27.

Kuhlthau describes a longitudinal study of students' perceptions of the information search process in libraries over a four-year period from high school through college. She discusses the cognitive theory on which the study was based, presents a model of the search process, and evaluates how closely students' perceptions matched the model.

_____. "A Process Approach to Library Skills Instruction." School Library Media Quarterly, 13 (Winter, 1985), 35-40.

The findings of a study of high school seniors using the library for two assigned research papers identify six successive stages of the library research process: initiating the research assignment, selecting the topic, exploring information, forming a focus for the paper, collecting information, and preparing to present. An assessment of the research process is discussed.

LeClerq, Angie. "The Academic Library/High School Library Connection: Needs Assessment and Proposed Model." Journal of Academic Librarianship, 12 (March, 1986), 12-18.

Recognizing the limited resources available to gifted high school students and the inadequate level of information-gathering skills students often bring to college, the University of Tennessee-Knoxville applied for and was awarded a grant from the Council on Library Resources to develop a model for providing access to research library resources for high school students.

Mancall, Jacqueline, and M. Carl Drott. Measuring Student Information Use. (Littleton, Colorado: Libraries Unlimited, 1983).

The authors found that in 1178 student papers, 62 percent of all references were to books, while 19 percent were to magazines and 4 percent to newspapers. Students use a neighborhood or regional public library 75 percent of the time, and an academic library 16 percent of the time.

Merriam, Joyce. Helping Students Make the Transition from High School to Academic Library: A Report on a Study of Selected Library Instruction Programs in Massachusetts. ERIC Document No. ED 176 783.

The purpose of this study was to find ways to help students make the transition from the high school to the academic library. Merriam includes in this paper her findings, observations, and recommendations resulting from the study of existing library instruction programs in secondary schools throughout Massachusetts. General observations deal with problems affecting the success of skills programs, such as teacher apathy, fragmented instruction, lack of continuing instruction, and student confusion.

Tuckett, Harold W., and Carla J. Stoffle. "Learning Theory and the Self-Reliant Library User." RQ, 24 (Fall, 1984), 58-66.

Bibliographic instruction librarians have long been concerned with facilitating the library user's ability to exploit library and information resources. While this goal has remained consistent, the pedagogical models applied by instruction librarians have changed over time. The authors review these models and propose that recent developments suggest that a new model is emerging. This new model attempts to incorporate cognitive learning theory into teaching methodology as well as course content, and is concerned with explicitly, as well as implicitly, teaching problem-solving skills.

COOPERATION BETWEEN HIGH SCHOOL AND COLLEGE LIBRARIANS

Barton, Mary Ann. "Smoothing the Transition." Clearing House, 59 (February, 1986), 254-255.

Barton proposes that high school teachers and college and university librarians work together to help students make the transition between high school and higher education or work. She describes a program now in operation in Moorhead, Minnesota.

Canelas, Cathryn, and Lynn Westbrook. "BI in the Local High School." College & Research Libraries News, 51 (March, 1990), 217-220.

Increasing interest in bibliographic instruction for high school students among academic librarians has given rise to a number of experimental programs primarily conducted by college librarians. The authors discuss the reasons for this involvement (the university mission--research, teaching, community service--and recruitment. A major benefit of these programs is in the opportunity they provide for academic and high school librarians to work together and learn from each other. Together they can better prepare students with the skills they will need in college. The authors describe a program which involved the academic librarian from the Undergraduate Library at the University of Michigan as a guest speaker at a high school in Ann Arbor. A BI lesson prepared after consultation with the high school librarian was taught to two sections of a humanities course. They encourage the "several efforts [that are presently] underway throughout the country to help students bridge the gap between secondary and higher education in the arena of information literacy."

Christopher, Stephen Joseph. "Suggestion for Increasing Co-Ordination of Library Services Within the Community." PNLA Quarterly, 36 (Spring, 1972), 22-24.

Examination of the programs for coordination of library services in the Portland, Oregon area suggest several possible solutions to the problem of coordination. Exchanges of acquisitions lists between university and high school librarians, visits to the elementary and secondary schools by the public children's librarian publicizing the services available to them, extension of library hours with reciprocal borrowing privileges, and the formation of a community library coordinating council to serve in an advisory capacity are some steps suggested for a solution.

Hilario, Gloria E., Frances Hoffman, Sandra Hood, and Irene Scharf. "Librarians and Student Advocacy: An Examination of the Levels and Extent of Involvement of Librarians in the Holistic Education of Students, K-College." Poster Session V-18. Eighth Annual Poster Sessions Abstracts, American Library Association Annual Conference, Dallas 1986, 39.

Poster Session presented by librarians from Palo Alto College, San Antonio, Texas. Most librarians, whether employed in academic or public libraries, view their roles in the total education of students as very limited. Yet few librarians question whether the restricting parameters result from a superstructure externally imposed or are the product of an infrastructure evolved from a traditional mindset. The study proposed will (1) compare and contrast the involvement of librarians in the following settings: university, community college district, public school district, church-supported elementary schools; (2) attempt to prove that librarians control the factors which limit or extend their roles in education, and (3) offer specific recommendations for librarian advocates for learners. (Authors)

Kemp, Barbara E., Mary M. Nofsinger, and Alice M. Spitzer. "Building a Bridge: Articulation Programs for Bibliographic Instruction." College & Research Libraries, 47 (September, 1986), 470-473.

The Carnegie Foundation's special report recommends that high schools and colleges cooperate to determine which library skills are essential for college library use, and urges that appropriate training be provided to high school students. The authors suggest principles to be followed in establishing collaborative projects and provide examples of cooperative bibliographic instruction programs.

Kirkendall, Carolyn A., Editor. Teaching Library Use Competence: Bridging the Gap from High School to College; Papers Presented at the Eleventh Annual Library Instruction Conference Held at Eastern Michigan University, May 7-8, 1981. (Ann Arbor, Michigan: Published for the Center of Educational Resources, Eastern Michigan University, by Pierian Press, 1982).

The papers collected in this volume were delivered at a conference that used to be called the Annual Conference on Library Orientation for Academic Libraries. The preface to the volume describes the 13 conference papers presented as intended to "establish a link in the library instruction chain" and to establish "communication between teaching librarians from different school levels" to deal with the question, "Why aren't we talking to each other?" The final chapter "Library Orientation and Instruction--1980: An Annotated Review of the Literature" contains a 109-item bibliography.

Legg, Jean. "Co-ordinating Library Services Within the Community." American Libraries, 1 (May, 1970), 457.

"Hierarchies-by-type threaten to institutionalize the isolation of different libraries from each other". There is an urgent need to coordinate public, school, and academic library resources and services. The author urges the establishment of a Community Library Coordinating Council that will encourage coordination and cooperation among types of libraries so that their collections and services will be made available to all members of the community.

Miller, Rosalind E., and Ralph E. Russell. Academic Library/High School Interface. Paper presented at the College and University Division and Georgia Chapter, ACRL Program Meeting, Georgia Library Association, 1982.

Teachers and Librarians: Partners in Learning; A Colloquium for Librarians and Teachers. (Ypsilanti, Michigan: LOEX Clearing House for Library Instruction, Center of Educational Resources, Eastern Michigan University, 1985). [Videorecording]

This Colloquium was hosted by the University of Tennessee Library, the Knoxville City Schools Instructional Media Department, the Knox County Schools Instructional Media Department, and funded by the National Association of State Universities and Land Grant Colleges. It stresses the usefulness of building connections between the teacher and the librarian in the school systems and in the university to help students build life-long learning skills of reading, research, and writing. Assignments developed with a team approach are presented and discussed.

HIGH SCHOOL STUDENT USE OF ACADEMIC LIBRARIES: Programs and Problems

Craig, Hardin, Jr., and Perrine, Richard H. "Problems of Urban Universities: Library Services for the High School Student." Library Trends, 10 (April, 1962), 469-481.

The authors enumerate the several ways that high school student use of university libraries in urban areas create serious problems for the library and the librarians. Use of space and materials lessens the availability of such space and materials to the students and faculty of the institution. Destruction of materials and noise are other problems cited. A survey was conducted at four Houston academic libraries to discover the extent of high school student use of their facilities. To solve the problems created by the extensive use indicated by this study, the high school librarian is required to issue a referral form in order for the student to receive reference help from the college librarian, although access to the college collections is permitted.

Craver, Kathleen W. "The Influence of Online Catalogs on Academic Library Use by College-Bound High School Seniors." RQ, 28 (Winter, 1988), 220-231.

This study examines the effect of the availability of an academic online catalog on the use of academic libraries by college-bound high school seniors to determine (1) the degree of academic library use in connection with research projects; (2) the use of the catalog to search for library materials; and (3) the nature of library materials used.

_____. "The Use of Library Materials and Services by Gifted Students." Roeper Review, 9 (February, 1987), 162-166.

Craver analyzes responses of gifted students at a university laboratory high school to a questionnaire about the school library. The study indicates that students frequently use the library for informational and recreational materials; that they were generally satisfied with library materials; and that they were avid readers tending to view less television than their non-gifted peers.

Deale, H. Vail. "Campus Vs. Community." Library Journal, 89 (April 15, 1964), 26-27.

Many college and university libraries are faced with the problems created by an earlier "open door" policy that provided "numerous services to the community beyond the ivied towers." The author discusses the methods used by Beloit College Library in its attempt to fulfill its primary responsibility to its clientele and continue to maintain good relations with community users. Borrowing privileges for nonadults (elementary and high school students) were suspended, but use of library resources within the building was permitted.

Duhrsen, Lowell Russell. Use of the New Mexico State University Library by High School Students in Las Cruces, New Mexico. (D.L.S. Dissertation, University of Southern California, 1981). 70 l. UMI Order No. 2797D.

The study examined why and which senior students at the two high schools in Las Cruces, New Mexico, utilized the library at New Mexico State University. Conclusions were that the users of the NMSU library were academically motivated, that there was a difference between the two high schools in the manner in which the students at each high school were informed about the services available to them at the NMSU library, and that academic heritage did not appear to influence student usage of the library. Recommendations included establishing closer coordination between the public schools and the university in the use of the library facilities and collections, further research on how the high school student uses the NMSU library, and an investigation into the reasons for the limited success that high school students have in using the NMSU library.

Farber, Evan, and Shore, Philip. "High School Students and the College Library." Library Occurrent, 21 (September, 1964), 164-166.

The author describes a cooperative solution "to a not uncommon problem"--the use of the college library facilities by high school students to an extent that infringes on the availability of these facilities to the college's own students and faculty. High school students were required to obtain a pass from the high school librarian in order to be admitted to the Earlham College Library.

Ford, Barbara J., and Likness, Craig S. "Varied Clientele, Service Objectives and Limited Resources: The Academic Library in Transition." Urban Academic Librarian, 6 (Fall, 1988/Spring, 1989), 20-24.

Private academic libraries in urban settings face special challenges in determining how to serve the community outside the institution. This article offers observations about the non-primacy user groups including grade and high school students, the general public, private sector employees, consortia, and alumni. While not advocating isolationism, the authors discuss how urban academic librarians might address the issues of serving non-primacy clientele.

Freiser, Leonard H. "Students and Spoonfeeding." Library Journal, 88 (September 15, 1963), 3251-3253.

"Over ten years ago we were crying for people to come and use our libraries and today we are crying because they are." Freiser describes Toronto's information retrieval service for students established to provide them with the information they require--literally placing into the students' hands articles, books, and sources from all media in response to requests for information. By doing this "busy work" for their clientele, librarians make it possible for students to spend their time absorbing the contents of the research materials provided. As a result, students work harder, learn more about the varied sources of information, and produce a better product. The author insists this is not "spoonfeeding", decries the teaching of library skills to children, insisting that the emphasis on research causes many of our young people to forget the joy of reading for ideas rather than for research or information.

Kaufmann, Shoshana. "High School Students and the College Library." Dynamic Speakers: A Guide to the Queens College Speakers Bureau. (Flushing, NY: Queens College, [1989]), p. 10.

Professor Kaufmann, Deputy Head of the Benjamin Rosenthal Library at Queens College is available to "share her expertise with your organization" on the subject cited. Her talk will deal primarily with the experience of Queens College librarians who offer services to Townsend Harris High School students as well as students who come to the library from other high schools in the area. To arrange an appointment, contact George Meyer, Coordinator Speakers Bureau, Queens College, Kiely Hall, 65-30 Kissena Boulevard, Flushing, NY 11367, or call: (718) 520-5073.

Lieberman, Janet E., and Others. After Three Years: A Status Report on the International High School at Laguardia Community College. (Long Island City, New York: Laguardia Community College, 1989). 25 p. ERIC Document No. Ed 303 216.

In 1985, the International High School (IHS) at Laguardia Community College in New York City was established to address the crisis in retention of high school aged immigrants with low English proficiency. IHS had great success in improving student attendance, retention, academic achievement, and graduation. Because of its location on the LCC campus, students have access to all college facilities and are surrounded by positive role models. IHS has received several awards for its success and provides a positive model for all college-high school collaboration efforts.

Low, Frederick E., and Wagner, Colette A. "When Teaching Is a Technical Service: An Academic Library Staff Organizes Its High School Reading Lab." Urban Academic Librarian, 2 (1983), 31-39.

Laguardia Community College librarians were invited to work with teacher and students to create an Inventory Control System for the 2000-volume collection in the Reading Laboratory of the Middle College High School, an alternative high school located on their campus and operated under the auspices of the College and the New York City Board of Education. The librarians, the teacher, and the students reorganized the collection, created a shelflist, reclassified and reshelved the books, and redecorated the room.

Mancall, Jacqueline. Resources Used by High School Students in Preparing Independent Study Projects: A Bibliometric Approach. (Ph. D. Dissertation, Drexel University, 1978).

The study provides a description of the use of libraries and library resources by academic high school students preparing papers for independent study projects. Library use included heavy use of school libraries, neighborhood public libraries and regional public libraries with [illegible]llege or university libraries also strongly represented. Among the important findings was the fact that students successfully seek information in more than one type of library; students use at least two libraries with some students using five or more libraries for a median use of three to four libraries to complete their papers; students see libraries as places to receive assistance.

Miller, Rosalind E., and Russell, Ralph E. Implications of High School Student Use of Academic Libraries. Paper Presented at the Annual Conference of the Georgia Library Association, Augusta, Georgia, October 23-27, 1985. 16 p. Eric Document No. ED 269 024

Academic librarians report that use by increasingly large numbers of high school students is creating pressures on budgets, staff, and materials. Students indicate that they use the university library instead of the school library because the collection is superior, the library is more convenient, and they prefer the services offered. Indications are that these demands will increase. In spite of these increased pressures on library staff, library administrators view service to these students as part of the university recruiting efforts.

Nadelstern, Eric. The International High School at Laguardia Community College: Bridging the Gap. Paper presented at the Annual Meeting of English to Speakers of Other Languages, 20th, Anaheim, California, March 3-8, 1986. Eric Document No. ED 270 983.

The International High School, a collaborative project of the New York City Board of Education and the City University of New York, offers limited-English-speaking immigrants a five-year articulated high school-college curriculum beginning with grade 10, leading to either a high school diploma or one of a number of associate degrees. The curriculum was designed to bridge the gap between high school graduation requirements for limited English-proficient students and college entry expectations. All graduates of the International High School are guaranteed admission to Laguardia Community College, students may take college-credit courses during the high school program. Courses specifically designed for high school students and taught by college professors are available. High school students are part of the college community, attend all their classes on the Laguardia campus, and have full use of the college facilities.

Schwartz, Philip John. "The High School Student and the College Library: Challenge and Response." PNLA Quarterly, 34 (Summer, 1970), 15-19.

The demands of space age education forced high school students, in large numbers to use the resources of local college libraries. Three problems arising from this increased use arose: (1) excessive demands upon the library's physical facilities; (2) abnormal demands on library staff time; and (3) the misuse of the library borrowing privileges. The author discusses steps taken to solve these problems. He concludes with some questions for future study that concern the involvement of college library staff in university recruitment programs.

Simpson, Helen Dorothy. The Use of University Library Materials by a Selected Group of Junior High School Students. (Master's Thesis, Salt Lake City: University of Utah, 1959). 203 p.

This study was undertaken to accumulate data that would be useful to the Salt Lake City Board of Education in formulating plans to provide challenging experiences that enhance the enrichment of the educational program offered to above-average and gifted pupils enrolled in Salt Lake City secondary schools. A selected group of ninth-grade students were offered an advanced course of instruction in the use of university library materials and were provided access to such materials at the University of Utah Library in Salt Lake City. Simpson describes the ten-lecture course, discusses the results which were positive, and includes samples of students' papers and parents' and students' evaluations of the course.

Thompson, Ronelle K. H., and Rhodes, Glenda T. "Recruitment: A Role for the Academic Library?" College & Research Libraries, 47 (October, 1986), 575-577.

The authors describe the Augustana College program of structured library orientation for high school students and its role in recruitment of prospective students. The library staff is seen as a credible and capable force in the college-wide effort to attract good students.

University High School Library Handbook. (Urbana-Champaign, Illinois: University High School, 1982).

Van Nord, JoAnne. "Background of Student Body." In North Central Association Evaluation, University High School Library Instructional Materials Center. Compiled by JoAnne Van Nord. (Urbana-Champaign, Illinois: University High School Library, 1972), 10-13.

METHODOLOGY
Lessons Plans, Library Activities, Evaluations

Eisenberg, Michael B., and Robert E. Berkowitz. Curriculum Initiative: An Agenda and Strategy for Library Media Programs. (Norwood, NJ: Ablex Publishing Corp., 1988). 196 p.

Addressed to the specialist, this book provides a conceptual framework and practical approaches to the curriculum-related responsilities of the school library media program. These include library and information skills instruction and curriculum support services. The authors suggest a six-stage strategy to accomplish these goals including the use of curriculum mapping to collect, store, retrieve and present information. Also contained is a structure for designing integrated unit and lesson plans. An appendix lists types of sources and/or systems to help develop location skills.

_____. Resource Companion for Curriculum Initiative: An Agenda and Strategy for Library Media Programs. (Norwood, NJ: Ablex Publishing Corp., 1988). 169 p.

This is a companion volume to the above-cited work. It is divided into two major parts: worksheets and tools, and graphic masters.

Buddy, Juanita W. "Orientation to the University Library: The Missing Link." NASSP Bulletin, 66 (1982), 99-102.

The author describes a program for acquainting high school seniors with the resources available in university libraries and the means for using them. She also notes the observations of librarians regarding incoming students, and the students' common attitude toward academic libraries, an attitude characterized by the term "research shock."

Cohen, Jackson B. Science Fair Research in a College Library. (Flushing, New York: Queens College Press, 1984), 49 p.

This booklet was prepared for high school students who use college and university libraries to find information in the sciences not available to them in their high school libraries. It describes information resources in the sciences and engineering available in many local college and university libraries, explains some basic characteristics of scientific information, and discusses some of the problems high school students often encounter in seeking scientific information. There are sections on the following fields: Astronomy, Biochemistry, Biology, Chemistry, Computer Science, Engineering and Applied Science, Geology, Mathematics, Medicine and Health, and Physics in addition to a comprehensive section on General Science and Technology. Bibliographical references are included.

Craver, Kathleen W. "Teaching Online Bibliographic Searching to High School Students." Top of the News, 41 (Winter, 1985), 131-138.

This paper describes how four classes of high school students, all college bound seniors at the University High School based at the University of Illinois, Urbana-Champaign Campus, were introduced to the concepts and terminology of online bibliographic searching. It describes how they were instructed to formulate their own search strategies and how they received the opportunity to observe the execution of their searches by a skilled searcher on various selected databases. It examines and evaluates the methods employed and the students' achievement-level responses to the course. A copy of the Student Test is included as Appendix A.

Jean, Lorraine. Introducing the College-Bound Student to the Academic Library: A Case Study. (Arlington, Va.: ERIC Document Reproduction Service, 1981). 31 p. ED 200 236

The academic library orientation workshops described are conducted by the University of Vermont to acquaint college bound high school seniors with the resources available in an academic library. The sessions consist of (1) a location exercise using the card catalog; (2) a guided tour of the library; and (3) a written exercise using periodical indexes, the computerized list of periodicals, and the card catalog. This study examines the evaluations from six sessions and offers suggestions for improvement.

Kuhlthau, Carol Collier. School Librarian's Grade-By-Grade Activities Program: Complete Sequential Skills Plan for Grades K-8. (West Nyack, New York: Center for Applied Reasearch in Education, 1981. 204 p.

_____. Teaching the Library Research Process: A Step-By-Step Program for Secondary School Students. (West Nyack, New York: Center for Applied Research in Education, 1985). 189 p.

This book provides a comprehensive sequential activities program for developing basic library and information skills. Eight chapters, each covering the developmental stages of children (Kindergarten through Advanced (Seventh-Eighth Grades), provide detailed guidelines and activities for building sequential skills at the particular level covered. Checklists of library skills to be learned at each grade level are included in each chapter.

McCulley, Lucretia. Every Step You Take...Tracking Down the Beatles and Police in the UT Library [Slide/Tape]. (Knoxville: University of Tennessee Library, 1984).

Tape available from the LOEX Clearinghouse, Center of Educational Resources, Eastern Michigan University, Ypsilanti, MI 48197.

Robertson, Ina N. High School Students Guide to Sources. Springfield, Illinois: Sangamon State Univesity, 1983. Eric Document No. ED 267 670.

This guide is designed to help answer some of the questions that high school students frequently ask when using the Sangamon State University Library. The document is divided into the following sections: About the Brookens Building; About the Library; Using the Library; Borrowing Materials from the Library; Arranging Class Workshops; Library Hours; Photoduplicating Library Materials, Locating Library Materials; and Class Visits to the SSU Library.

COLLEGE/SCHOOL COOPERATION

> It would be unfortunate not to point out the essential point of this whole undertaking ...The important thing is the close and intimate association of the secondary schools and colleges in dealing with a common interest and a common task. What this Board has done is to break down the isolation of the schools and the isolation of the colleges and to bring them together into close and constant contact for the solution of their common problems....The common understanding, the common sympathy, and the common knowledge that have been developed are a source of strength, the full power of which has yet to be tested in ways that we cannot now foresee.
>
> ----------From remarks by Nicholas Murray Butler on the twenty-fifth anniversary of the College Board, November 6, 1925. [Foreword to The College Board. Academic Preparation for College: What Students Need to Know and Be Able to Do. (New York: The College Board, 1983), Foreword, [n.p.]

Edwards, George, and Others. "Measuring Articulation." Community/ Junior College Quarterly of Research and Practice, 13 (1989), 33-43.

The authors describe the development of an instrument to measure the perceptions of secondary school and community college administrators regarding the status and desirability of articulation between their institutions. The questionnaire is included.

Fortune, Ron, Editor. School-College Collaborative Programs in English. (New York: Modern Language Association of America, 1986).

Ron Fortune edited a collection of essays on cooperative programs in English throughout the country. Carolynn Reid-Wallace in her essay, "National Endowment for the Humanities: Humanities Instruction in Elementary and Secondary Schools Program" writes about an exemplary writing and literature project for high school teachers recently funded by the NEH, and Donald McQuade and Sandra Schor describe The Queens English Project at (Queens College, CUNY) designed to create a "bridge curriculum" in writing and reading between the College and selected "feeder" high schools in the area. The Introduction includes specific recommendations for improving college-school collaborative programs.

Goodlad, John I. "Schools and Universities Can--and Must--Work Together." Principal, 67 (September, 1987).

The author discusses the need for the development of school-university collaboration in the school reform movement. He describes three successful collaborative projects showing the positive effects gained from such collaborations. He includes a sidebar outlining the essentials for such partnerships and a list of references.

Greenberg, Arthur Richard. "High School Students in College Courses-Three Programs." New Directions for Community Colleges, 16 (Fall, 1988), 69-84.

Greenberg examines programs designed to allow average students to pursue college-level studies in high school. He considers the reasons that concurrent enrollment programs have traditionally excluded average students in favor of high achievers, and suggests drawbacks of this policy. He describes three dual enrollment programs operating in New York City and reviews research on the achievements of their students.

Gross, Theodore L. Partners in Education: How Colleges Can Work With Schools to Improve Teaching and Learning. (San Francisco: Jossey-Bass, 1988).

The author discusses successful college-school collaborations. Some examples are the National Writing Project at the University of California, Berkeley, the Yale-New Haven Teachers Institute, and Syracuse University's Project Advance. Dr. Gross also examines the administration and funding of educational partnerships. There is a detailed discussion of the SUNY Purchase Westchester School Partnership.

Harsher, Sharon L., and Philip R. Day, Jr. "High Schools and Community Colleges: Teaming Up for Cooperative Education." Journal of Cooperative Education, 23 (Spring, 1987), 76-86.

Many articulation agreements in place between two-year college occupational programs and high schools are of the "2+2" or "advanced standing" format. The cooperative education component of articulation is critical and requires attention. Properly supported, cooperative education articulation accrues benefits to the student, the schools, and the employer.

Jones, Byrd L., and Robert W. Maloy. Partnerships for Improving Schools. (New York, Westport, CT: Greenwood Press, 1988).

This book is divided into three basic sections. Part One discusses how collaborative efforts have improved schools. "Studies in Partnerships" details specific projects, one of which is a school-university partnership between the Roosevelt Union Free School District and the University of Massachusetts. Lastly, the author looks at the dynamics of partnership efforts from the standpoint of teachers, organizations, and leaders.

Krajewski, Robert, and Others. "University-School Relationships: Building Bridges for Minorities." Teacher Education & Practice, 4 (Fall-Winter, 1987-1988), 65-74.

This is a transcript of a roundtable discussion between James Vasquez, Superintendent of the Edgewood Independence School District in Texas and James Wagener, President of the University of Texas at San Antonio. Their conversation centers on ways in which schools and universities may cooperate to improve education for minorities and to encourage them to pursue higher education.

Mabry, Theo. "The High School/Community College Connection: An ERIC Review." Community College Review, 16 (Winter, 1988), 48-55.

This article reviews ERIC documents and journal articles dealing with high school/community college cooperation, covering dual or joint enrollment, shared faculty and/or facilities, advanced placement, program articulation, student preparation, and interinstitutional communication.

Maeroff, Gene I. School and College: Partnerships in Education. (Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching, 1983).

This book, a special report prepared under the auspices of the Carnegie Foundation for the Advancement of Teaching, brings together the various reform issues dealing with how high schools and colleges can help each other. One of the oft-repeated slogans of the current school reform movement is that elementary and secondary schools should work more closely with colleges, especially in determining what, academically, high school graduates should know and be able to do. Maeroff describes the elements that have led to successful projects in the past, and covers such areas as setting academic standards for schools, accelerating students from high school to university-level studies, transitional programs, teacher education, and special programs for minority students

Maloy, Robert W. "The Multiple Realities of School-University Collaboration." Educational Forum, 49 (1985), 341-350.

Involvements between public schools and universities have increased dramatically in recent years. School and university planners assume they share some common reasons for collaboration. Unless they examine and understand these assumptions, they will be unable to articulate their goals with certainty and agreement and will hinder planning, weaken school-university ties, and short circuit their cooperation.

National Council of Teachers of English. Committee on High School-College Articulation. "High School-College Liaison Programs: Sponsors, Patterns, and Problems." English Journal, 51 (1962), 85-93.

This study, completed under the rubric of the National Council of Teachers of English, deals with the means by which high school and college English teachers attempt to coordinate their teaching efforts. The discussion is divided into three sections: (1) The Sponsors; (2) Patterns of the Programs; and (3) The Problems.

O'Keefe, Michael. "High School/College Cooperative Programs. Current Issues in Higher Education, ns 1 (1981), 5-10.

College teachers must abandon the temptation to dictate to secondary school teachers rather than cooperate with them as equals in an enterprise of common concern. O'Keefe discusses the interchange of students and faculty as a means of gearing the work of the two levels and suggests devices to effect this interchange.

Rassdale, Ronald O. "A cooperative University-High School AP Lab Program." Journal of Chemical Education, 59 (September, 1982), 770.

In 1975, the University of Utah initiated a cooperative lab program between local high schools and members of their Chemistry Department. This article describes the reasons for the university's interest in such a program, the guidelines followed by the high school teachers, and the requirements and operation of the program.

Sarason, Seymour. "Two Cultures Meet: The Queens College/Louis Armstrong Middle School Collaboration." In Sidney Trubowitz, et al. When a College Works with a Public School. (Boston: Institute for Responsive Education, 1984), pp. 17-27.

See discussion below (Trubowitz, Sidney, et al). Sarason describes his initial fears that the project would fail, and the factors that enabled it to function successfully.

Sirotnik, Kenneth A., and John I. Goodlad, Editors. School-University Partnerships in Action: Concepts, Cases, and Concerns. (New York: Teachers College Press, 1988).

The editors propose a general paradigm for ideal collaboration between schools and universities. It is based on a mutually collaborative arrangement between equal partners working together to meet self-interests while solving common problems. They suggest that reasonable approximations to this ideal have great potential to effect significant educational improvements not ordinarily possible outside of such a collaborative relationship. Ten papers are presented.

Suss, Stuart, and Rachelle Goldsmith. "College Now Program: Successful Transition for Moderate Achievers." College Teaching, 37 (Summer, 1989), 111-116.

College Now is a collaborative high school-college program based at Kingsborough Community College, CUNY, to promote college for moderately achieving high school seniors whose grade averages are in the 65-85 range, who are not chronically absent, are not discipline problems, have limited occupational and educational vision, and need to strengthen their basic skills.

Trubowitz, Sidney, Johanna Duncan, William Fibkins, Paul Longo, and Seymour Sarason. When a College Works with a Public School: A Case Study of School-College Collaboration. (Boston: Institute for Responsive Education, 1984.

The development of a community school as a joint project of Queens College, the Louis Armstrong Middle School (I. S. 227), and the New York City Central Board of Education is described in this book. Topics covered include the background for the project, the foundations on which the collaboration was built, development of relationships and roles of the participants, an analysis of the college-public school collaboration as it was developed, an overview of the project's first three years, and a discussion of how this community project developed bonds between school, college and community.

Wilbur, Franklin P. "High School-College Partnerships Can Work!" Educational Record, 62 (Spring, 1981), 38-44.

Syracuse University Project Advance articulates high school/college curricula to avoid course duplication. The Project necessitates consideration of administrative support, teacher roles, procedure development, and participant rewards as well as teacher selection and training, and financial structure. Wilbur includes recommendations for actions of all parties.

_____. School-College Partnerships: A Look at the Major National Models. (Reston, Virginia: National Association of Secondary School Principals, 1988). 65 p. ED 291 320.

Wilbur describes various efforts to develop school-college partnerships and identifies eleven ways for school principals to encourage schools and colleges to work together to benefit high school students. He describes 85 programs and identifies the high school and college contact person for each. The programs are grouped under the following categories: inservice education/faculty development, academic alliances; programs offering college-level instruction to precollege students; minority, disadvantaged, and "at-risk" students; gifted and talented students; articulation programs; research on teaching and learning; adopt-a-school consortia; coordination of collaborative activities; national writing project; and miscellaneous cooperative programs.

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